

**ENERGY & ENVIRONMENT IN INTERNATIONAL RELATIONS**  
SEMESTER 2021(2), Course Code: IRE270, Credit: 3 SKS  
Monday, 14:30-17:00 (Classroom B405); Wednesday, 07:30-10:00 (B403);  
Wednesday, 14:30-17:00, (B309)

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*Welcome!* I am delighted to be your instructor for this class. I have a passion for studying diverse issues in world politics, and I know that many of those issues, particularly regarding the environment, are already taking a significant part in our lives. This course will help you engage with the key issues in international environmental politics and policy study and practice.

I look forward to working with you in this class!

~Sigit

**Contact:**

Email: [andhi.rahman@president.ac.id](mailto:andhi.rahman@president.ac.id)

Office Hours: Tuesday, 1- 4 PM via google meet (link will be provided regularly)  
or by appointment

**Contact policy:**

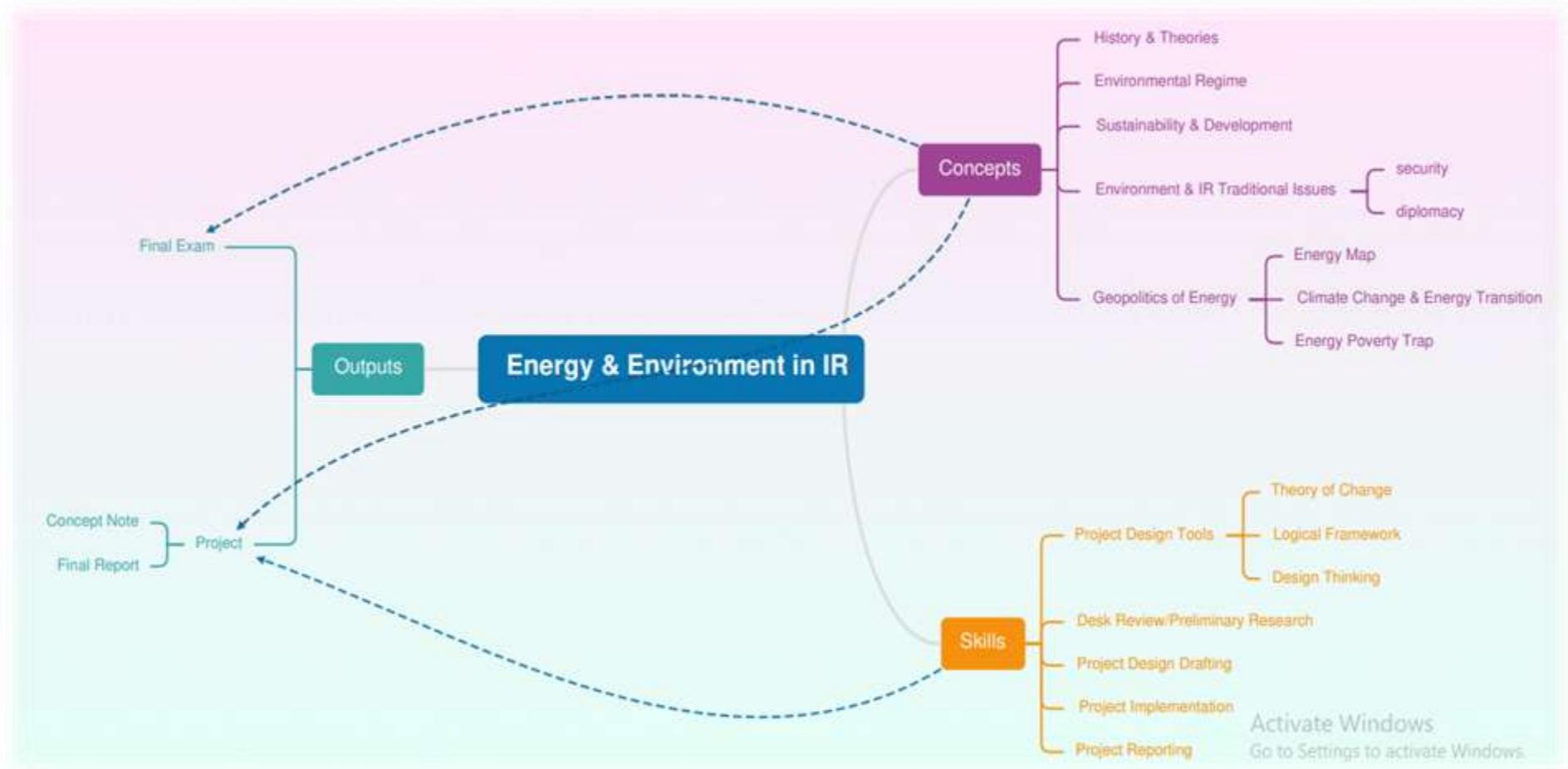
I am always pleased to receive your emails with updates, questions, or concerns. Don't hesitate to use email to notify me of any problems you are having. I should be able to reply to you within 24 hours. My backup email address is: [emsigitar@gmail.com](mailto:emsigitar@gmail.com)

**About Me:**

At President University, I enjoy teaching various courses in international political economy to undergraduate students both with traditional Face2Face instructional methods and online.

My approach to teaching reflects my broader theoretical interests in social constructivism and globalization. Learning is particularly effective when students, as a group, collaboratively construct something for others to experience. The experiences would be best for learning from the learner's point of view, rather than just publishing and assessing the information I think students need to know. Therefore, I seek to emphasize students' interaction in class discussion, simulation, and collective projects or activities to achieve the learning goals of my courses.

Under the Fulbright Scholar Program, I received my Ph.D. from the Graduate Program for International Studies (GPIS) of Old Dominion University (ODU), Norfolk, the USA. My research interest focuses on the themes of institutional analysis and policy reform. For more detailed information, you may follow my research through my website: <https://globalisasi.org/>



## *Syllabus*

### **Course Description and Objectives**

This course elaborates on critical issues in global environmental politics and policy. Upon completing this course, you will analyze global environmental problems and engage in the policymaking/advocacy process at the local, national, and regional levels (CPL Pb, Pc, Pd, and KKa). Also, you will learn practical skills in designing a social project (KUb). There are three essential and interrelated questions: (1) What is the “global” nature of environmental politics? (2) What are the key historical developments and trends? And (3) What factors enhance or diminish prospects for effective policy?

We begin with a historical and theoretical overview of the emergence of regime/s (global and regional) in environmental politics, then examine significant conventions on environmental issues, and also discuss dilemmas that confront policymakers in tackling the problems. This course will also extend our learning beyond the classroom. We will have a series of hands-on activities or projects to solve local/national/regional environmental issues.

### **Prerequisites**

There is no prerequisite for this course. However, please consult me before attending this class for students who received a D or lower in *Introduction to International Relations*.

### **Recommendations for Success**

This course is a BLENDED LEARNING COURSE combining live sessions and self-study. You must attend the scheduled synchronous or live sessions and participate in the class discussion through our google meet platform. Besides that, you need to complete activities in the asynchronous or self-study sessions by using our e-campus platform. I expect you to regularly read newspapers, magazines, or websites covering environmental issues. Also, I provide additional materials for this course, which are available on our [e-campus](#) platform. Overall, you need to spend extra 3-5 hours per week on course readings and assignments outside live sessions.

### **Course Materials**

There is one required text for this course, and you can consult me on how to get it.

Pamela S. Chasek, David L. Downie, and Janet Welsh Brown. *Global Environmental Politics*. 7th edition, New York: Routledge (Taylor & Francis Group), 2018.

### **Course Requirements and Evaluation**

Your grades reflect your class attendance (10 percent), homework & online participation (20 percent), group project (40 percent), and a Final Exam (30 percent). You must receive my prior approval of your concept note for the group project.

**1. Class Attendance (10 percent of your grade):** I expect you to attend/log online each week and be prepared to participate in the class and/or live-online activities.

**2. Homework & Online Participation (20 percent):** Students who regularly attend online classes, have completed the readings, answered the online quizzes, and contributed to our weekly exercise will receive good participation grades. If you cannot attend the classes, I expect you to make alternative arrangements with me to discuss the week's materials, either during my office hours or by appointment.

**3. Group Project (40 percent):** You have to work as a group of 3-5 students to complete this assignment. The project can take various forms of activity: advocacy, education, charity, or research. This assignment consists of a concept note and a final report. A concept note describes a series of activities to solve a specific problem or examine an issue. The concept note should be a maximum of 2 pages double spaced contain a detailed explanation of the following:

- introduction
- justification of the project (rationale & objective) or theory;
- activities and implementation timeline;
- methodology, and
- human, material, and financial resources required.

Meanwhile, the final report adds documentation of activities and evaluation to the concept note or proposal. The final report follows the format provided by LRPM of President University.

Your concept note is due **on Week 4th (February 12, 2022)**

I will grade your project on (a) whether or not the project is justified; (b) its creativity or imaginative approaches; (c) the social impact; (d) the thoroughness, the organization, composition, and clarity of the report; and (e) presentation.

All members of the group will receive the same grade for this assignment. It is the group's responsibility to ensure each of its members contributes to the completion of the project.

**3. Final Exam (30 percent):** It will be a take-home exam where you will answer a set of essay questions related to our previous lessons. The purpose of this exam is to examine your comprehension of specific facts and details of the topics and critical thinking. I will provide guidelines related to this exam prior to the exam week.

**Your Final Exam must include a cover sheet with a copy of the University honor pledge:**

"I pledge to support the Honor System of President University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. As a member of the academic community, I am aware that it is my / our responsibility to turn in all suspected violators of the Honor Code. I will report to a hearing if summoned."

**You must also include the following language:**

“I affirm that this is our final report. It is not a working draft or a work in progress.”

**Finally, you must sign and date your cover page.**

Your failure to include a cover sheet with the honor code, your affirmation of completion and your signature will constitute an incomplete paper. I will not grade it until I receive a properly constituted cover sheet, and you will be assessed the standard late penalty until your paper is complete.

### Final Exam Rubric\*

The Final Exam will be graded according to the following rubric:

Criteria	Outstanding	Good	Average	Unsatisfactory
	85-100	80-85	67-80	<67
the argument to convince topic's significance	The overall argument is outstanding and convincing. There is a good discussion on its theoretical significance	The overall argument is good, but there is little significance theoretically.	The argument is present but insufficient.	The argument is unsatisfactory, or there is no discussion on the topic's significance
the thoroughness of its review of relevant literature/information	The overall treatment of literature/data/information is outstanding. The literature is addressed adequately.	The overall treatment of literature/data/information is good, but there are few misunderstandings on the literature used	The overall treatment of literature/data/information is average and lack thoroughness in its discussion	The overall treatment of literature/data/information is unsatisfactory.
the organization, composition, and clarity of the paper	Free of spelling or grammar errors. References, if included, are formatted correctly	1-2 errors (spelling, grammar) may be present. But references are formatted correctly.	3-4 errors (spelling, grammar) may be present. But references are formatted correctly.	More than four errors are present. References are formatted incorrectly.

IDW Rubric v.14 --\*Rubric based on Inquiry and Analysis, Written Communication, and Critical Thinking VALUE Rubrics presented in Rhodes, T. L. (ed.). (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, D.C.: Association of American Colleges and Universities. Also available online at <http://www.aacu.org/value/>



### Grades

There is no grading curve for the course. It is hypothetically possible for each student to get an A or an E. I grade each student's work on its merits, irrespective of the merits of other students' work. Based on your on-time completion of the required assignments and your adherence to the University's honor code (see below), I will assign you a final grade from the following grade scale:

Nilai	Nilai Huruf	Skala 4,00
Nilai $\geq$ 85	A	4,00
80 $\leq$ Nilai < 85	A-	3,67
75 $\leq$ Nilai < 80	B+	3,33
70 $\leq$ Nilai < 75	B	3,00
67 $\leq$ Nilai < 70	B-	2,67
64 $\leq$ Nilai < 67	C+	2,33
60 $\leq$ Nilai < 64	C	2,00
55 $\leq$ Nilai < 60	D	1,00
Nilai < 55	E	0,00

### Late Work

I will accept late work but penalize you five points for each day the assignment is late, including weekend days. To avoid this penalty, you must obtain from me an extension of the due date no later than 48 hours before the assignment is due, at which time we will agree to a new due date. I reserve the discretion to grant or withhold no-penalty extensions and will give them only for serious reasons.

### Academic Integrity

I encourage you to consider the consequences of academic dishonesty. There is no quicker way to ruin an academic career, limit your job prospects after graduation, and assure you never receive a character and penal clearance (SKCK). Also, consider this: even as serious as is about disciplining honor code violations, the University will be far more forgiving of transgressions than future employers. The consequences of a violation thus will extend well beyond the university's disciplinary process and your time at President University.

You should understand your rights and obligations, what constitutes a violation of the honor code and academic integrity, what disciplinary procedures and sanctions you may face, and what options I have should I suspect a violation.

**I take the Honor Code seriously and vigorously pursue adjudication of any violations I may perceive or suspect. If I suspect a student has committed a violation, I work only with the University Hearing**

**Officer to determine whether or not a violation has occurred. Under no circumstances will I discuss allegations of academic dishonesty with the individual student.**

### **Student Resources**

The following links provide necessary information for students taking this course.

- 1.1. e-campus: <https://presuniv.net>.
- 1.2. Paper Citation Styles: MLA, APA, Chicago, or CBE <http://owl.english.purdue.edu/>

### **Students with Disabilities**

Under the University's policies and procedures, I will accommodate students with disabilities. If you require such accommodations, please contact me by email, phone, or during office hours as early in the semester as possible.

### **Sexual Harassment**

It is the policy of President University to provide students and employees with an environment for learning and working that is free of sexual harassment, whether by members of the same sex or the opposite sex, which is prohibited by *Articles 289-296 KUHP and Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, Nomor 30 Tahun 2021 tentang Pencegahan dan Penanganan Kekerasan Seksual di Lingkungan Perguruan Tinggi*. Also, I expect all course participants to understand and abide by the University's sexual harassment policy and procedures as mentioned in the University Student Handbook.

### **Course Evaluation**

A syllabus is a contract between the professor and students regarding course requirements, expectations, and assessment, which establishes my obligations to teach this class. I also take this contract to include your obligation to evaluate the course at the end of the semester. Student evaluations provide essential feedback for me, and they are crucial for measuring teaching effectiveness in the profession.

Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the University rely on the assessment in making decisions regarding faculty retention, promotion, and tenure. President University takes your input very seriously, and a high rate of student response is necessary for a meaningful assessment of teaching effectiveness. Therefore, I ask you to commit yourself to filling out the online course evaluation when prompted at the end of the semester.

## **Course Plan and Schedule**

*(Subject to change)*

**Week 1:** *Energy & Environment: Navigating Climate Change and Global Disasters*

**Week 2:** *Project Design*

**Week 3:** *Project Mentoring-Desk Review & Preliminary Research*

**Week 4:** *Project Mentoring-Finalizing Concept Note and Submission*

**Week 5:** *Theories & Paradigms in Global Environmental Politics*

**Week 6:** *The Development of An Environmental Regime: Climate Change*

**Week 7:** *Student presentation on environmental regimes 1*  
*Stratospheric Ozone, Hazardous Waste, and Toxic Chemicals*

**Week 8:** *Student presentation on environmental regimes 2*  
*Natural Resources, Species, and Habitats*

**Week 9:** *Sustainability and Development*

**Week 10:** *Reimagining the Economy*

**Week 11:** *Environmental Security*

**Week 12:** *Environmental Diplomacy*

**Week 13:** *Geopolitics of Energy*

**Week 14:** *Climate Change and Energy Transition*

**Week 15:** *Energy Poverty*

**Week 16:** **FINAL EXAM**

### Brief Lesson Plan

<i>Week</i>	<i>Topics</i>	<i>Objectives</i>	<i>Assignments and Assessments</i>	<i>Source** (provided in e-campus)</i>
1	<i>Energy &amp; Environment: Navigating Climate Change and Global Disasters</i>	<i>Students mention their expectations based on the course syllabus</i>	<i>Reading course syllabus</i>  <i>practicing environmental quiz</i>  <i>Homework for the group: writing a 2- pages concept note (draft)</i>	<i>Syllabus</i>  <a href="#"><i>NatGeo Quiz</i></a>  <i>Chasek et al., page 2-50</i>
2	<i>Project Design</i>	<i>Students compare and evaluate different tools in project design (ToC, LFA, and Design Thinking)</i>	<i>Lecture and discussion</i>	<i>handout</i>

3	<i>Project Mentoring (asynchronous)</i>	<i>Students conduct desk review or preliminary research to create documentation on project location, problems, and beneficiaries</i>	<i>Group activity</i>	handout
4	<i>Project Mentoring (asynchronous)</i>	<i>Students complete a concept note of the proposed project</i>	<i>Group Activity</i>	handout
5	<i>Theories &amp; Paradigms of Global Environmental Politics</i>	<i>Students identify key elements of theories and paradigms</i>	<i>Lecture &amp; discussion</i>	Chasek et al., page 51-103
6	<i>The development of the environmental regime: Climate Change</i>	<i>Students create a mind map of the historical development of the climate change regime</i>	<i>Lecture &amp; discussion</i>	Chasek et al., page 105-186
7	<i>Student presentation on environmental regimes 1: Stratospheric Ozone, Hazardous Waste, and Toxic Chemicals</i>	<i>Students summarize and present the main development of one specific environmental regime</i>	<i>Group Presentation</i>	Chasek et al., page 105-186

8	<i>Student presentation on environmental regimes 2: Natural Resources, Species, and Habitats</i>	<i>Students summarize and present the main development of one specific environmental regime</i>	<i>Group Presentation</i>	Chasek et al., page 105-186
9	<i>Sustainability and Development</i>	<i>The students present their views through a simulation of 'north-south' negotiation</i>	<i>group debate</i>	Chasek et al., page 309-350
10	<i>Reimagining the Economy</i>	<i>Students create a business model/canvas based on the concepts of the sustainable economy</i>	<i>Business plan simulation</i>	<i>videos from Wageningen University</i>
11	<i>Environmental Security</i>	<i>Students write key issues connecting environmental issues with security</i>	<i>Group discussion</i>	Lautensach in Haris, ed. "Environmental Security: International, national, and human."
12	<i>Environmental Diplomacy</i>	<i>Students identify factors of environmental foreign policy</i>	<i>Lecture and Discussion</i>	Mihaela Papa in Haris ed. "Environmental foreign policy," page 138-149



13	<i>Geopolitics of Energy</i>	<i>Students write critical issues regarding the geopolitics of energy</i>	<i>Group discussion</i>	<i>Yergin's The New Map</i>
14	<i>Climate Change &amp; Energy Transition</i>	<i>Students summarize a movie on energy transition</i>	<i>Lecture and movie presentation</i>	<i>videos from Climate Reality Project</i>
15	<i>Energy Poverty</i>	<i>Students write a 5-paragraphs essay on energy transition</i>	<i>Lecture and writing assignment</i>	<i>Aklin, Escaping the Energy Poverty Trap</i>
16	<i>FINAL EXAM</i>			